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ABSTRACT

This bulletin presents news and opinions from the staff of Project Brave of the St. John Valley in northern Maine. Included in this issue are a conference report, poems in French, letters from people who attended the North American French Bilingual Conference, and photographs of activities at Project Brave. The text is in English and French. (SK)

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PROJECT BRAVE

BULLETIN

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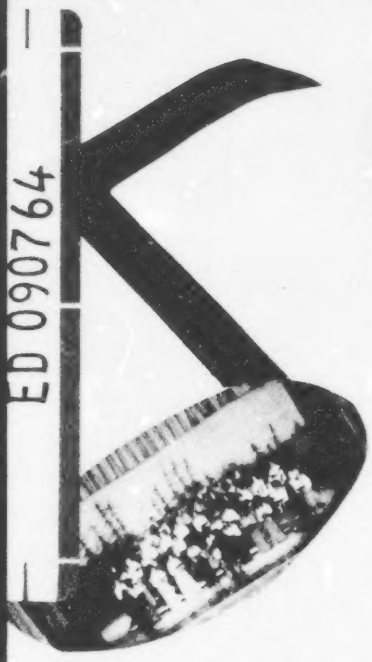
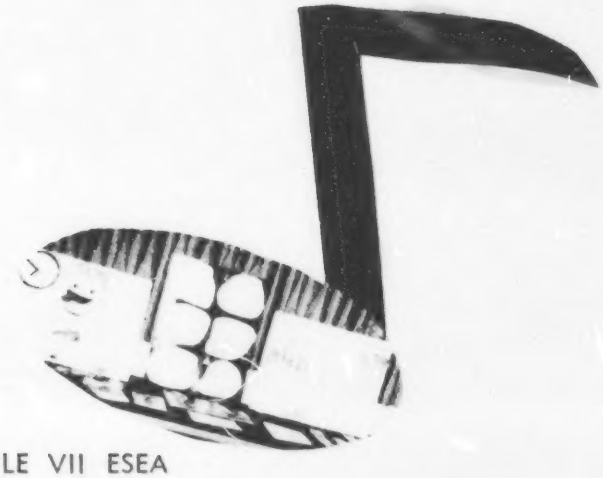


Si toutes les filles du monde
Voulaient s'donner la main,
Tout autour de la mer,
Elles pourraient faire une ronde.

Si tous les gars du monde
Voulaient bien être marins,
Ils f'raient avec leurs barques
Un joli pont sur l'onde.

Alors on pourrait faire une ronde
Autour du monde,
Si tous les gens du monde
Voulaient s'donner la main.

Paul Fort



SPONSORED BY TITLE VII ESEA

St. John Valley, Maine

Vol. III, No. 1

ED090764

ST. JOHN VALLEY BILINGUAL EDUCATION

TITLE VII STAFF

Omer Picard, Director
Gil Hebert, Evaluator
Norman Dube, French Specialist
Sr. Sharon Leavitt, Curriculum Specialist and Brave Bulletin Editor

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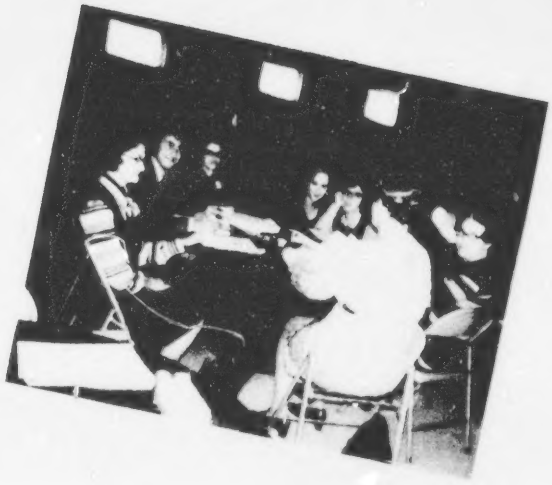
North American French Bilingual

Conference Of ESEA Title VII

Projects

ACTION



CONFERENCE OF OCTOBER, 1972

"CONFERENCE THEME" BY BOB PARIS

The question has probably been asked, and it may have been asked here. Why the St. John Valley? Why Madawaska? Why are we going there? What is there? Of course the first answer that comes to mind is because of our professional interest. There is located here a very important and quite successful Title VII Project, which has offered to host this year's Bilingual Conference. There is also a tremendous amount of interest and support for bilingual education in French and English in this area. One can say that this is truly a French speaking milieu. Perhaps more French speaking at the local "grass roots" level than most of the other Franco-American milieux of this country. One can talk about the authenticity of the French-Acadian-cultural phenomena which is located here. It may not be widely known, but it deserves to be. I believe that we should tell the people here (if they don't already know this and believe this) that from all over the country, our interest here is in something unique — something which they can be proud.

This is indeed somewhat of a historic morn, in that we have among us representatives of the Louisiana-Acadian region who are for you people in the St. John Valley, your French speaking cultural cousins. In the same way, the ancestors of both the Madawaska Republic and the Louisiana French-Acadians are the brothers and sisters of Evangeline. And perhaps at this moment in time, both of these peoples, both of the phenomena will touch souls again after so many years. We have indeed come here to say to you (and we Franco-Americans must repeat it to ourselves) in a spirit of what I believe must be called optimistic realism, the following points:

1. We are convinced of the value, the beauty and the strength of our common heritage as Franco-Americans.

2. We have come here to seek and to touch another portion of the soul of our people just as we did last year in Louisiana.

3. We are quite ready to enjoy that which is picturesque in this culture. But, at the same time, we understand that to find the soul of a culture such as this, one must look beyond the picturesque, beyond the monuments and the technical achievements (or the lack of them) to the fundamental humanity and respect for human dignity and work which is at the very core of this Conference. We know (or we will soon discover) that particular value present here in great abundance, born of a hard life, but breathing an air of honesty and humanism which has been lost to our more central but more dehumanized urban centers.

4. And, finally, we understand that we cannot live in the past, no matter how glorious and unique it was. But rather we should use it as a springboard for the future. Not the future in which our Franco-American culture survives by committing "ethnic incest" in order to preserve its purity. Not the future in which we will gain our recognition by beating down others. But a future in which we can embrace the reality of others who are somewhat different from us, yet so much like us. We hope to live in a future in which our newly rediscovered pride in ourselves will reach out to all those with whom we must live and work in this nation and throughout the world.

The focus of this Conference is a very practical one. The choice of themes and work has been a result of the discussions and the information exchange that we had at our Conference last January,

in Lafayette, Louisiana. Part of that Conference underlined the necessity of working on specific techniques, methodology and related attitudes as they affect the bilingual postulant, and as they directly affect the teacher and the children who are operating in the bilingual curriculum. This is a working Conference related to classroom methodology and to classroom materials and to what we call the instructional components. We have scheduled a series of workshops on this theme. We have also scheduled some planning sessions related to a means that cluster around these things. The most important one being the necessity of coordinating and further developing staff training experiences for bilingual personnel. We have included in the program other activities that on a demographic level can be considered quite essential for they afford the opportunity to come into direct contact with the culture of this region.

We have scheduled at the end of the Conference, a feedback session, which I hope will allow us to begin synthesizing some of the important perspectives that will have been underlined in our discussions and perhaps give us an opportunity to begin outlining our procedures to meet future use. I hope that this Conference will stimulate among us, communication, not only on the general level, but also on a very specific level. Because an effective workshop conference of this nature must, of necessity, be held in very intimate surroundings, we (again of necessity), had to limit the roster of invited guests. This is not because we had the idea that anyone should be excluded, but simply for very practical reasons. As you can see, the majority of people attending this Conference are directors of Title VII projects, curriculum specialists, teachers and also some community representatives.

Before beginning the actual work of the Conference, I think too, that some comments should be made about needs which I feel are very important to the general scope of our bilingual efforts. Needs which we should hold in mind, think about and talk about during this Conference. These are areas which perhaps go beyond the scope of Title VII:

1. There is, (and this is absolutely basic), a tremendous need for an accurate, up to date, contemporary demographic study of the Franco-American population in this country. There is no data that is basic and totally satisfactory.

2. Next, and this is tremendously important. We need a viable definition of bilingualism and biculturalism as it relates to our Franco-American population in this country, as it relates to its contemporary situation and its actual needs. We are often compared with programs that have been endowed for speakers of other languages. And, indeed, we have a great deal in common with them. But, there are some essential facts and some essential perspectives which are different. These should be studied and they should be outlined. There should be an attempt made to put in the proper balance and proper light the importance of attitudinal factors versus truly linguistic considerations in such a definition.

3. We do need very much to centralize and to coordinate some body of spokesmen to express our needs, our interests and the possibilities of our development. First of all, on a state level in those areas in which an important Franco-American population exists. Then, perhaps, on a regional level taking in the immediate region and the Louisiana region.

4. Finally, but most important of all, study must be done on a national level, so that our Franco-American population can find a voice in this country which is truly expressive of them and their interests. We need to continue, in whatever way we can to stimulate academic staff training programs at all levels relating not only to Title VII needs, but even looking beyond funding from the U. S. Office of Education. If the impact of our program is going to continue to develop and to grow as it should, then we must consider this to be a necessary and an urgent investment of time and energy.

As we engage in work of this Conference, I hope it is with a spirit of tolerance, consideration for others and a sincere desire to be of assistance where the realities cry out. I hope that we will all keep in mind, because we are all directly or indirectly involved with real people in real classrooms and real live situations, that we cannot hope to teach anything unless we truly represent

what we teach. We should understand that as total and integrated human personalities we must embody those values and those attitudes and those sensivities that we wish to encourage in others. We must put aside what we call political concerns, self-advertisement, the "ego-trip syndrome", and all those things which do crop up in any kind of professional or unprofessional exchange. We must dedicate ourselves to not just a regional, not just a state, not just a national, but to a truly international cause: CULTURAL PLURALISM·IN THE SERVICE OF UNIVERSAL HUMANITY.

Let us not forget the people! Let us not forget the children! Let us not get so wrapped up in formulas that we are led to believe that human beings can be packaged like sausages and run off in assembly line.

Let us remember that in all of this business the most important consideration is that of what one might call the human chain, which is formed link by link, leading from ourselves back to ourselves

Ceux de vous qui me connaissez un peu savez que je suis un peu poete et je ne peux pas me passer de vous citer quelques vers. Pour souligner ce que je viens de vous dire, un petit poeme qui est devenu plus ou moins la devise personnelle du Service de Liaison, un petit poeme ecrit par Paul Fort un poete francais qui est mort en 1960, un poete qui appartient a l'humanite non seulement a la France, ecrit dans le francais qui est non seulement le langage d'un peuple mais un langage universel, un poeme intitule: La ronde autour du monde

Si toutes les filles du monde
Voulaient s'donner la main,
Tout autour de la mer,
Elles pourraient faire une ronde.

Si tous les gars du monde
Voulaient bien etre marins,
Ils f'raient avec leurs barques
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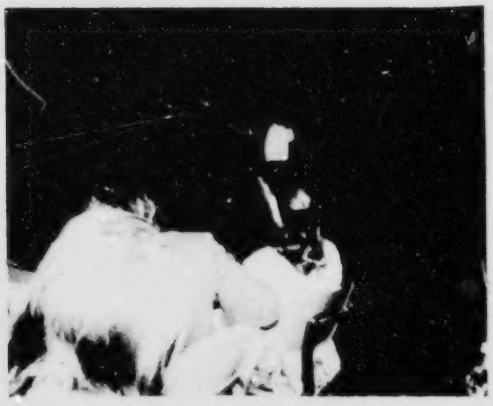
PUPIL DEMONSTRATIONS



Mr. Alain Marchal

and

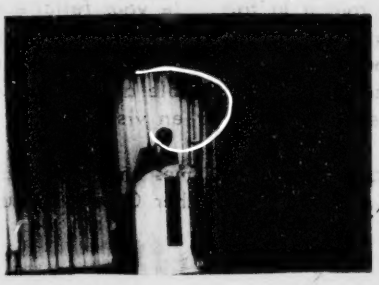
Mrs. Danielle Marchal

Mrs. Maite Ricard teaching French classes to Madawaska youth.

PARENT COOPERATION

Volunteers prepare the noon meal for the Conference.

The Van Buren Choir Society presents a medley of Acadian-Canadian folk songs.



Mr. Jim Connors recits Drummond poems and other favorites.

Pierre Calve and folk group from Quebec sing contemporary French songs.

SUIVIE D'UN REVEILLON

REACTION...

Dear Mr. Picard:

I thank you for the reception of the publication "Brave is for Kids." It is so heartening to see that finally the value and richness of two languages has been perceived and that a bilingual program is being developed to keep notre langue francais. I do wish I had had the advantage of a bilingual education during my school years.

I had sincere intentions of attending your Bilingual Conference. However, in getting acclimated to my new area of work, another meeting took precedence. I appreciate your keeping me informed.

As the nature of my work develops, I could quite possibly be in touch with you regarding particular areas of exchange (teachers, students, etc.) with the Province of Quebec. I don't yet know what direction these exchanges will take, but some of them could perhaps prove beneficial to your endeavors.

Encore, merci pour le materiel.

Sincerely yours,
Dennis Violette
Special Assistant in Canadian Affairs
Augusta, Maine

Mon cher Omer,

C'est avec un peu de retard que je vous adresse ces quelques mots pour vous feliciter et vous remercier tout a la fois. Je vous felicite en effet de la tenue et de l'interet que vous avez su donner a la 2eme Conference Nord Americaine des Projets Bilingues qui s'est tenue a Madawaska. Je vous remercie, en consequence, de m'avoir associe a vos travaux. Tout etait parfaitement mene et bien agreable a suivre! L'hospitablite de la Vallee St. Jean m'a beaucoup touche, et j'aspire a y revenir en visite.

Presentez, je vous prie, mes amities a tous ceux qui vous ont entoure et mes hommages a votre epouse. Recevez, mon cher Omer, L'assurance de mes sentiments amicaux.

Francois-Michel Baradat
Conseiller Pedagogique
Services Culturels Francais
Consulat General de France
A la Nouvelle-Orleans

Monsieur,

En octobre dernier, j'assistais a vos conferences, a titre de representante du Conseil scolaire du District 33 d'Edmundston. J'ai trouve que vos journees etaient admirablement bien organisees. J'en suis revenue enrichie.

Je desire vous remercier sincerement, Monsieur Picard, pour l'invitation qui nous a ete faite d'assister a ces conferences. Merci aussi a votre equipe qui nous a si aimablement recus.

Peut-etre, un jour, aurons-nous aussi l'occasion de partager.

Avec reconnaissance,
Irene Pelletier, f.m.a.
Consillere en pedagogie
Edmundston, N.B.

Dear Omer:

The North American French Bilingual Conference has come and gone. I want to take this opportunity of expressing to you and your staff my congratulations on a job superbly accomplished. Having been involved at other times in plans of this nature, I am aware of the many little details that cause concern during the planning and the actual conference itself. Although I was not able to be present for the full period of time, I am aware that each phase of the conference brought words of encouragement to you and your staff.

Once again, it was a job well done in which you should take personal pride.

Cordially,
John A. Houghton
Superintendent of Schools
Madawaska, Maine

Dear Omer:

I wish to thank you and all your people, Gil, Norm, Sister Sharon, and all the other hospitable Valley people for the way you made us feel so much at home. I don't want to forget your wife who worked so hard to arrange the party at your home, the groups who prepared the "reveillon", and other activities.

After attending the Louisiana and the Maine Conferences, it has been proven that the spirit of Acadia is strong and humanistic.

My congratulations for a very successful Conference. May we all continue to work together for further development of individual programs and regional efforts to achieve great strides in the education of young people everywhere.

Again, thank you and best wishes to you and yours.

Sincerely,
Robert R. Fournier, Consultant
Foreign Language Education
Dept. of Education, New Hampshire

Dear Mr. Picard:

Just a few words to thank you again for the warm welcome and the many kind attentions you had for me during my too short stay, at the meeting.

What I can tell you now, is that you are no more an isolated part on the map, but a warm cheerful place, and that I said to everyone in the Services. They are going to send you something, soon I hope. Anyhow, if you need something where we can help, please feel free to ask.

With my best regards to your wife and to everybody on your staff.

Sincerely yours,
Yves Fydel
Services du Conseiller Culturel
Ambassade de France, New York

BIENVENUE

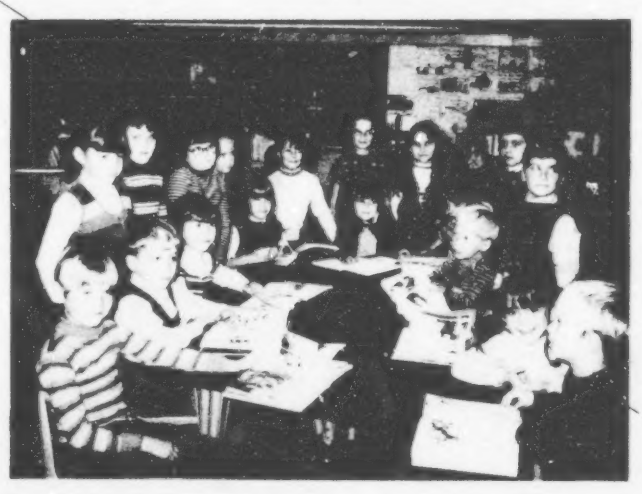
(NEWCOMERS TO TITLE VII)

First graders of Montfort School,
St. Agatha

Kindergartners of Bailey School,
Frenchville

MADAWASKA

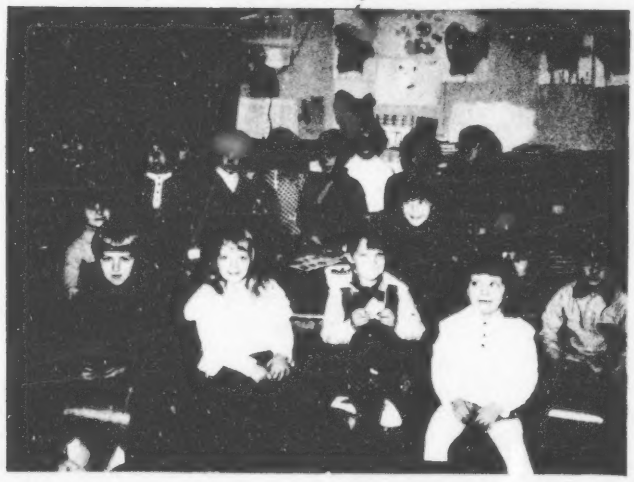
1. & 2. Kindergartners of St. Thomas School, Madawaska



3. First graders of Evangeline School, Madawaska

S.A.D. 24

Kindergartners of St. John School, Van Buren



FROM THE DESK OF OMER PICARD

The St. John Valley Bilingual Education Program has as its major goal to develop and establish a bilingual curriculum for any and all schools in the "Valley" that wish to provide a program for bilingual instruction. As Director in the "Valley," it is my responsibility to coordinate the time, energies, and expertise of the various staff members and teachers involved to attain that goal. We have three major consultants in the fields of English language development, French language development, and Evaluation. One of my responsibilities is to make provisions in the scheduling, budgeting, and planning of program activities for these three people to conduct their particular aspects of the program with the teachers and other supervisory personnel in the schools involved in the Project.

Of course, a program is only as effective as the people who carry out project objectives. To this end, "Project Brave" has a fine staff and great dedication from the consultants and teachers as well as the administrative personnel involved from the three school districts. It, of necessity, must be a team effort from beginning to end. For the first three years, we have had just that, a team effort.

The remaining two years must be utilized to develop a procedure for maintenance of the program when federal funding is no longer available. This must be done with one idea in mind. The local schools should be able to incorporate the program into their regular program at the lowest possible expense to the tax payer. This is probably my role definition, to provide the administrative personnel within each school system the type of information necessary for them to make the decisions that best suit their individual needs with respect to program maintenance. To achieve this, we have a Board of Directors composed of two school directors and the superintendent from each of the three school systems and also a representative from UMFK. This Board meets regularly and is responsible for overall policy in program direction. Another committee is that of principals, curriculum coordinators and directors of other projects. This group is involved in deciding which activities, what needs, and which directions the program will involve itself within the individual schools. A third committee of community representatives assists the project staff in conducting activities that will enlighten the community at large as to program progress and the determination of local community needs.

The Director serves as an agent to these three committees in that he has to coordinate and plan program activities that will meet the needs expressed by them. He is responsible for the scheduling of meetings and the organizing of agenda to provide the opportunity for these three groups to make relevant decisions concerning the progress of the project in an orderly fashion within the St. John Valley.

FROM THE EDITOR'S DESK: Sr. Sharon Leavitt, Curriculum Coordinator

As Title VII embarks upon its third year, it is most consoling to me to have such a wonderful group of children, parents, teachers and administrators to work with. The success of our first two years is thanks to EACH and EVERYONE of YOU!

In addition to my role as Curriculum Coordinator (which deals with visiting in the classes, which materials are used, and general teaching suggestions), I will continue to edit "Brave Bulletin."

As in the past, my major responsibility is in the field of English Language Arts development of our 600 children now in our pilot classes of S.A.D. 33, 24 and in the Madawaska School District. We in Title VII are as interested in the English language as we are in the French language development. Our students have, up to date, done as well -- if not better -- than children elsewhere in our country. And, of course, they are miles ahead of most children in their French language development.

This year, even more than in the past, I plan to be of service as a reading consultant to the teachers. Hopefully, together, we can test students having reading problems and then decide which materials will best help these students read better. Reading difficulties should be discovered and worked on as early as possible in a child's life. For this reason, we hope to help students having reading difficulties even as early as the second and third grades.

I will gladly see to the circulation of the books and magazines in our reference library. If anyone is interested in receiving a copy of our bibliography, kindly request one from your child's classroom teacher or call our Madawaska office 728-4849. We will gladly share our reading materials with anyone interested. Also available upon request are recordings of Jim Connors reciting poetry. So, just let us know if you are interested in having a recording or in borrowing books or magazines.

Also, if you have any questions on what our Bilingual Project is about, just give us a call. We are always happy to be of service.

FROM THE DESK OF: Dr. Normand Dube, French Consultant

The French Consultant coordinates the activities of project teachers in the development of a French Social Studies program, its implementation and evaluation. To realize this role, he visits classrooms, participates in workshops, and is available to organized project-oriented courses. He also assists the Curriculum Specialist in evaluating classroom process in the areas of Creative Art, Math, Music, and Social Studies.

During the past summer, Valley systems teachers along with the French Consultant revised some of the second grade French materials and wrote those for the third grade.

Three booklets were written: Mon pays: Madawaska; Mon pays: Frenchville; Mon pays: Van Buren. The content includes short stories, dialogues, historical narratives, poems, songs and math concepts.

Other materials developed for the third grade include filmstrips, transparencies, an Acadie game, and cassettes.

During the year, the teachers will write activities and describe classroom experiences to be included in the French syllabi for the Title VII elementary grades.

Thus far, the teachers have been very cooperative in pioneering the program devoting much of their time and efforts to its success. One of the results has been a student body motivated to learn and to share learning.

The parents and the community, as in the past, continue to be proud of their schools where rest a large share of their investment and future.

FROM THE DESK OF GILMAN HEBERT

This coming year should be an interesting experience for all involved in evaluation. The teachers are becoming more responsible and sensitive to evaluation. They are implementing evaluation techniques in their respective classrooms, keeping in mind that the child will benefit from this type of organization.

The evaluator will be in the classrooms observing and evaluating students on specific Title VII objectives. The evaluator will provide the teachers with feedback on those children and on any specific child that the teachers request information on.

The evaluator will be at the disposal of the teachers in assisting the teachers with various evaluation techniques and ideas on implementation in those specific classrooms.

La maitresse enseigne
L'enfant ecoute.

La maitresse enseigne
L'enfant se conforme.

La maitresse enseigne
L'enfant applique et cree.

La maitresse jauge
L'enfant repond.

La maitresse enseigne un nouveau concept,
L'enfant ecoute.
La maitresse . . .